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ABSTRACT

This bulletin, the first of a series, considers the importance of a physical environment planned especially for kindergarten children. The creative use of space within the classroom and outdoors is discussed. Suggestions are given for furnishing interest centers such as a housekeeping area, a science counter, and a painting area. Guidelines for selecting equipment list specific materials needed for academic activities, water and sand play, and science experiences. Outdoor equipment, audiovisual aids, and standard classroom materials are considered. A bibliography of essential books for the teacher's library is included, as well as suggested volumes for 4- to 6-year-olds. An overall cost estimate for equipping a kindergarten is provided. (DR)

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THE KINDERGARTEN, A PLACE FOR LEARNING

Bulletin One: Materials and Equipment for the Fours and Fives

DIVISION OF INSTRUCTIONAL SERVICES

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FOREWORD

This is the first of a series of three bulletins to assist superintendents, supervisors and teachers in meeting the new law which mandates the establishment of kindergartens in the public schools of Rhode Island.

Bulletin One: The Kindergarten, A Place for Learning, gives consideration to the physical environment to which young children are assigned. The size and arrangement of space, the essentials in furnishings and the choice of equipment contribute greatly to the success of any preschool program. Therefore, these factors herein are discussed, equipment described, and materials enumerated.

School systems which have had kindergartens for some years may find the bulletin helpful in evaluating present facilities. Recently established preschools should find the material useful in evaluating progress; and newly organized programs should find the information useful in preliminary planning and budgeting.

The State Department of Education extends its sincere appreciation to Dr. Mary T. Thorp, Professor Emerita, Rhode Island College, for providing the department with her knowledge and experience in early childhood education in the preparation of this bulletin. Appreciation is also extended to Mr. John J. Hayes, Principal of the Sarah Dyer Barnes School, Johnston, who read the manuscript and made helpful suggestions for improving it.

William P. Robinson, Jr.
COMMISSIONER OF EDUCATION

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The Kindergarten, A Place for Learning

Bulletin One: Materials and Equipment for the Fours and Fives

I. CREATIVE USE OF SPACE

Bridging Home and School

The home is the first place where the child reaches out for learning experiences. He explores and experiments in the world about him, discovers and learns by pulling this world into himself and by pushing himself out into the space around him. However, by the time the child is three, four, and five he needs to develop through educational opportunities outside the home. He needs an environment which is planned expecially for him, one which gives him experiences with things, people, and ideas under the guidance of a professional teacher.

The good kindergarten offers appropriate equipment with time to use materials creatively and space to practice newly learned skills. Active, eager, curious young children learn best through concrete experiences. They need space in which to move and materials with which to experiment; they need to be where they can feel safe and secure as they manipulate the tools of learning which are all about them.

The classroom should be on the first floor at ground level, with ready access to the playground and with toilet facilities near the exit. The room itself should be free from hazards, well lighted, heated, ventilated, and sanitary. The floor space should give at least 35 square feet to each child and the outdoor space should be at least double this for each child. The young child needs space and he must have physical facilities, equipment and materials which recognize his stage of maturity, which promote his general development and which assure him a healthy, safe place for the creative use of space and time.

Outdoor Play Yard

The outside play area should offer space for many different activities: building, climbing, playing with water and sand; taking walks on the school grounds to observe plants, soil, rocks; and using wheel toys. The area should be enclosed for safety and should be well drained. It should have sun and shade, a place to dig, a grassy plot for ring games, and some hard surface for wheeling.

Stationary equipment (jungle gyms, swings, and towers) should be placed firmly in the ground and checked frequently for safety. Portable equipment should be stored so that it is readily available.

Classroom Areas

Indoor space should be planned for the convenience of the children, their comfort and safety. The sink and drinking fountain should be the correct height for the children who are to use them.

Toilet facilities should adjoin the classroom; readily accessible, the toilet and the lavatory with an overhanging mirror should be the correct height for the children. Ventilation is important for this area. Hot and cold water should come through a "mixing" faucet which has an easily turned handle. Doors should swing out, not in.

Another important consideration is the provision for noise control. Modern materials offer several satisfactory ways for acoustical treatment of walls, ceiling and floor.

Children of three, four, and five need space, plenty of it. In planning for the use of space, the teacher should arrange the furniture and equipment into Interest Centers which permit the children to move freely from one activity to another. That is, the flow of traffic during the self-choice period should give the teacher over-all supervision of the several different activities in which the children engage and should give the children opportunity to move freely yet with concern for others.

Interest Centers

At the beginning of the year a very limited number of Centers should be established. As children indicate readiness, other Centers should be introduced and eventually there should be a goodly number of activities in which they are encouraged to engage. These include:

(1) Housekeeping area, marked off by dividers or screens, where the children carry on the activity of family life using tea table, stove, sink, refrigerator, doll bed, dolls, doll carriage, and dress-up clothes.

(2) Block building, with blocks stored in a special carrier or nearby on open shelves, where there is space for erecting store, post office, flower shop, boat, or railroad as group interest suggests.

(3) Painting area near the source of water supply with double easels standing in an appropriate light and finger painting and plasticene tables nearby.

(4) Listening area equipped with record player and records, and if possible with tape recorder and ear phones.

(5) Library table for book browsing, and even picture "reading."

(6) Science counter or table where children are free to explore what a magnet or magnifying glass will do, to observe fish in an aquarium, or to experiment with seeds.

(7) Social living area, really the Center for assembly, in a cheery, well lighted area, with a 9' x 12' rug on the floor, a piano nearby, and an instruction easel and table readily available.

In Addition

There should be several tables and enough chairs for a maximum of 25 children. The height of the furniture should be appropriate for the

ages of the children, and the tables might well be different in shape and size: circular, rectangular, trapezoid and hexagonal.

There should be some bulletin boards and limited chalkboard, placed at eye level for these children. One bulletin board near the door can serve for parent notices and schedules.

There should be adequate storage for supplies and seasonal equipment and materials. These include books, art supplies, musical instruments, science specimens and tools, and instructional games.

Open shelves, readily accessible to the children will invite them to self-help in their learning activities. This encourages responsibility for orderly use of materials and leads to self-management in the use of time and in the choice of work.

Of course there will need to be space for outside clothing and sleeping mats. If possible each child should have his own open locker or "cubbie," with the floor of the locker for rubbers, the center for sweater and ski suit, and an upper shelf for cap. The sleeping mat can be placed upright in the coat stall.

II. GUIDELINES FOR SELECTING EQUIPMENT

General Guidelines

It is expected the teacher will introduce the child or small group of children to the material, demonstrating its purpose and use. The material or equipment should be built with a minimum of distraction and maximum of benefit. It should be conducive to learning, kept in excellent condition, and readily available. It should have many, varied, and challenging uses and should be related to other known materials, should re-enforce skills already developed and lead into new knowledge and skills.

The equipment should be related to these children at their stage of development. It should be easily manipulated, yet durable, sturdy and safe in construction. It is most useful when it is error-controlled, self-educative.

Furniture should be attractive in color and light in weight, easy for the teacher and children to move from place to place. This invites informal, flexible grouping and encourages creativity.

Furnishings, Equipment, Materials

A. Tables and chairs, designed and scaled to the children should be stackable, movable by children, free from sharp corners, and free from splintering. These should include:

1 Circular table, 42" diameter, 22" high for Library Center
1 Circular table, 36" or 42" diameter, 20" high

2	Square tables, 24" x 24" x 20" high
2 or 4	Trapezoid tables 22" high or hexagonal or
2 or 3	Rectangular tables 24" x 48" x 22"
1	Rectangular 30" x 20" x 20" high for Plasticene Activities
4-6	10" high chairs
10-13	12" high chairs
4-6	13" high chairs
4	Adult chairs
1	Teacher's desk, chair

B. Room accessories include those items provided for the other classrooms of the school and also several items requisite for the informal, free-moving activities of the kindergarten program.

American flag; Cradle globe
Bulletin boards
Filing cabinet with lock
Mats for prone rest, one for each child
Dividers or screens for housekeeping area
Portable units for block storage
9 x 12 rug, if floor is not wall-to-wall carpeted
Low, open shelves for day-by-day table activities
Instructional table and easel for group work
Table puppet stage
Magnetic board
Flannel board (easel or table type)

C. Blocks invite creativity, encourage the use of large and small muscles, and often introduce children to cooperative play. The blocks should be of hard wood, well-sanded and shellacked. Several different types of blocks are available.

1. Every kindergarten should have one complete set of Solid Unit Blocks; usually the unit base is 1 3/8" x 2 3/4" x 5 1/2". The blocks in the set include 120 pieces of 20 different shapes, such as:

   Double units, half units
   Quadruple units
   Small and large pillars
   Small and large triangles
   Curves and circles
   Small and large buttresses
   Ramps, arches, switches
   Roof and floor boards

2. Hollow blocks, also of hard wood are also useful but their purchase is optional the first year.

3. Accessories for use in the block-building experience will depend on the available space for building and the shelving for storage. These items encourage creative play in the Block Area:

   Airplane, boat, tugboat, barge
   Cash register

Gasoline pump
Train, bus, fire engine (ride 'em toys)
Giant floor truck, tractor, dump truck, trailer
Interlocking wooden trains
Farm, zoo animals
Miniature wooden or plastic family figures
Transportation set
Traffic signs
Miniature wooden or plastic animals
Small wooden cars, trucks, buses
Wheelbarrow for carting

4. Movable storage unit

D. Housekeeping, always attractive to both boys and girls, should make available the furnishings of the home. Many of the items needed in family role-play activities can be secured from the homes of the children, or made by the aides, or contributed by a parent group. These include doll clothes, doll bedding, and dress-up clothes for the children themselves. However, the basic items which will be used daily by many children are better secured from one of the several supply houses. All equipment should be kept clean, sanitary and in good order. They include:

Chest of drawers
Cupboard
Sink
Stove
Ironing board and iron
Refrigerator
Tea table and chairs
Rocking chair
Doll carriage
Push-me carriage
Dolls and doll beds (different in size and at least 2)
Floor mirror - full length
Broom, mop, dust pan, brush
Telephones (at least 2)
Doctor's kit or nurse's kit
Cooking utensils: pots, pans, cutlery
Dishes, tea set
Clothes line, basket, pins

E. Self-chosen, academic activities challenge the intellect, promote problem-solving, stimulate creativity and strengthen independent experimentations with materials. These should be selected to provide continuity in the learning process, proceding from the simple to the complex (puzzles of 2 or 3 pieces, then several, and finally many). Made available on low, open shelves these materials encourage self-education. Children should be introduced to their first use of these materials and then should be given freedom to explore and experiment within the basic limitations. The materials should be kept in good order and pupils should become increasingly responsible for the equipment they use. Although these materials are available from several

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school supply houses, some teachers find home-made ones are equally satisfactory and often more applicable to the needs of pupils in a given situation. Some suggestions include:

6	Peg boards and pegs - wooden
2	Boxes beads: large and small, assorted shapes and colors
12	Colored laces
1	Color matchettes
4	Design and parquetry blocks
1	Large Domino blocks
2	Let's Learn Sequence
1	Picture dominos; 1 color dominos
2	Matchmates
1	Number game
1	Number sorter box
1	Shape sorter box
4	Picture lotto games
36	Puzzles: wooden inlays, good color, graded in difficulty
3	Wooden puzzle racks (for 10-12 puzzles)
1	Cubical, colored counting blocks
8	Hand puppets (family, community workers, animals)
1	Clock with large face; Arabic numerals

F. Water and sand play offer some children an excellent opportunity for quiet, individual activity both indoors and outdoors. However, the teacher may find classroom facilities do not lend themselves easily to such activity. These materials when different in size and shape invite creativity and discovery as children engage in water or sand play:

Wide sink or large, deep pan on low table
Plastic wading pool for outdoor water play
Sand box on table or set-in outdoors
Strainers, sieves, sifters
Sponges
Scoops
Pails
Measuring cups
Large funnels
Small boats
Jello molds
Variety of plastic containers (from home)

G. Art experiences should offer opportunity to work freely and creatively with a wide variety of media. Materials should be readily accessible and easily stored. The special area should be near the water supply and the floor should be protected to make cleaning of paint and paste easy. Equipment and materials should include:

1 or 2	Double easels, trough for paint jars
1	Plasticene and finger paint counter or table
12	Easel clips for holding paper
12	Easel brushes

12	Smaller brushes for table work
6 pkgs.	Tissue paper, colored
12	Aprons or smocks
1	Rack or pulley for drying paintings
18	Scissors, 6" long and blunt
6	Scissors for left handers
2	Storage blocks for scissors
1	Roll 36" brown wrapping paper
2 pkgs.	Each color 12 x 18 construction
24 boxes	Large, no roll crayons
3 qts.	Easel paint, ready mixed: black, brown
8 qts.	Easel paint, ready mixed: red, yellow, blue, green
5 pkgs.	Finger paint paper
6 qts.	Finger paint: red, yellow, blue, green
6 reams	12" x 18" manila drawing paper
10 reams	18" x 24" newsprint
3 qts.	Paste
25 lbs.	Plasticene
10	Easel pads
	Play dough or modeling dough
	Colored chalk
	Sponges
	Yarn, string
	Paper plates; paper bags for projects

H. Music experiences should invite the children to express their moods spontaneously. They come to compose songs related to their activities, to improvise rhythm, and to discover tone and quality in sound. In these experiences they need:

Piano and/or autoharp
Instruments: tom-tom, bells, triangles, finger cymbals, sticks, tambourines, tone blocks, variety of drums
Record player
Record holder
Musical top
Records such as:

Introduction to Rhythm
Rhythm Instruments
Listening Time
Rhythm is Fun
Activity and Rhythm
Our Community
Singing Games Album
Let's Play Zoo
John Sousa Marches
Birchard Music Review
Songs to Grow On
Sounds of Animals

I. Science experiences take the children into the world about them and hopefully lead to their ever increasing understanding of what their senses tell them. They learn by exploring their immediate environment, by examining and working with plants and animals, and by experimenting with the physical phenomena within the limits of their age and experience. Teachers report these science

materials to be useful:

2 Magnifying glasses: varied in size and shape
2 Prisms
3 Pulleys and rope
1 Yardstick
3 Rulers (1" spacing)
1 Scale
Aquarium
Bird feeding station
Compass
Garden tools: assortment
Large thermometers: indoor, outdoor
Magnets: bar, horseshoe
Iron filings
Terrarium
Watering can
Animal cage for visiting pet

J. Outdoor equipment will depend upon the size and location of the play area. Their daily experiences out of doors should give the children many happy opportunities to develop physical skill. Participation in active play should increase motor skill and coordination. The equipment should include a storage unit and:

4 Swings with canvas bucket seats
3 Walking boards, sanded, water resistant
1 Dandle
1 Sawhorse
2 Ladders
2 Scooters
4 Jump ropes
6 Balls (rubber, several sizes)
6 Beanbags
Push - pull toys (express wagon: 30"; 36" box)
Wheel barrow
Wheeled toys (tricycles: 16"; 20"; ball-bearing)
Slide
Climbers or climbing apparatus
Water play equipment: hose
Water and sand box toys
Sand box sunken into ground; cover
Garden tools if space is appropriate

K. Audio-visual materials should be readily available and the teacher should have some assistance in their use:

Filmstrip machine
Slide projector
Opaque projector
Projector stand and screen
Radio
Tape recorder
Television set

L. The standard classroom materials should be requisitioned for the kindergarten as for any other classroom. The teacher needs:

1	Chalkboard space (limited)
2 gross	Chalk: white and colored
2	Erasers for chalkboard
4 sets	Magic markers, set of 3 colors
1	First aid kit
100	File folders
4 qts.	Elmer's glue
8	Scotch tape
4	Masking tape
4 boxes	Paper clips
4 boxes	Paper fasteners
12	Marking pens, pencils
1	Stapler
3 boxes	Staples
1	Paper punch
1	Paper cutter
1	Scissors 6"
1	Scissors 10"
4	Sponges for cleaning
2	Rulers (1/16")
1	Yardstick
4 boxes	Labels, gummed
2 boxes	Rubber bands, assorted
2	Wastebasket

III. LIBRARY BOOKS

Teacher's Book Shelf

These are a few of the essential books in beginning the teacher's library. Additional volumes should be ordered as personal needs and interests develop.

1. Association for Childhood Education International
   3615 Wisconsin Avenue, N.W., Washington, D.C.
   Portfolio for Nursery Teacher #1
   Portfolio for Kindergarten Teacher #2
   Equipment and Supplies No. 39 (1964)
   Space, Arrangement, Beauty in School (1958)
   Toward Better Kindergartens (1966)

2. Burgess Publishing Company
   426 South 6th Street, Minneapolis, Minnesota 55415
   Teaching in the Kindergarten (H. B. Hurd)

3. Creative Playthings
   Art Activities for Very Young L540
   Songs to Grow On L099

4. Doubleday & Company, Inc.
   Garden City, New York
   Portable Workshop for Pre-School Teachers
   10 Practical Guides by H. Cornelia Hollander

6. Hammond, S. L., Skipper, Dora and Witherspoon, Ralph. Good Schools for Young Children. A Guide for Working with Three, Four and Five Year Old Children. New York, MacMillan Co. 1963

7. Heffernan, Helen. Guiding the Young Child. Boston. D. C. Heath. 1959

8. Heffernan, Helen and Todd, Vivian. The Years Before School: Guiding Preschool Children. New York. MacMillan Co. 1964

9. Logan, Lillian M. Teaching the Young Child. Boston. Houghton Mifflin. 1960

10. National Association for the Education of Young Children. Let's Play Outdoors. (Revised) Washington, D. C. The Association,1966

11. National Association for the Education of Young Children. Space for Play. The Youngest Children. Washington, D. C. The Association. 1966

12. National Association of Nursery Education
104 East 25th Street, New York, New York 10010
What does the Nursery School Teacher Teach
Science Experiences for Nursery School Children
Water, Sand, and Mud as Play Materials

13. National Council of State Consultants in Elementary Education, Education for Children Under Six. The Council. 1968

14. National Education Association. American Association of School Administrators. Planning America's School Buildings. Washington, D. C. The Association. 1960

15. National Education Association. Department of Elementary-Kindergarten-Nursery Education. Kindergarten Today. Washington, D. C. The Association. 1960

16. National Education Association. Department of National Elementary Principals. Those First School Years. Washington, D. C. The Association. 1960

17. National Education Association. Research Division. Kindergarten Practices. Washington, D. C. The Association. 1962

18. New York State Education Department. Equipment for Children in Kindergarten. Albany. 1966

19. New York State Education Department. Guides for Selection of Indoor and Outdoor Equipment and Materials. Albany. 1966

20. Read, Katherine H. The Nursery School. A Human Relations Laboratory. Third Edition. Philadelphia. W. B. Saunders Company. 1962

21. United States Office of Education. Educating Children in Nursery Schools and Kindergartens (OE 20054 No. 11) Washington, D. C. United States Government Printing Office. 1964

22. United States Office of Education. Functional Schools for Young Children (OE 21006 Special Publication No 8.). Washington D. C. United States Government Printing Office. 1961

23. Weacter, Heinrich and Weacter, Elizabeth. Schools for the Young Child. New York. F.W. Dodge Corporation. 1957

Children's Shelf

The many excellent books for preschoolers now available make it difficult to select what should be purchased for a new kindergarten library. This we know: children need books, readily at hand. A discerning teacher will soon discover the past experiences of her group with books, and she will find from her contact with the children that she will begin to get some direction as to the literary path they should take together. The school and the local librarian can be depended upon to furnish guidance in what is appropriate and what is new. These books have proven to be favorites of the Fours, Fives, and Sixes.

Addis, Dorothy. Read Aloud Poems. Rand McNally & Co., Skokie, Illinois, 1957

Beim, Lorraine and Jerold Beim. Two is a Team. Harcourt, Brace & World, Inc. New York, 1945

Brown, Margaret Wise. The Little Fisherman. William R. Scott, Inc., New York, 1945

_____. SHHhhh...Bang. Harper, New York, 1943

Brunhoff, Jean de. Story of Babar, the Little Elephant. Random House, New York, 1933

Burton, Virginia Lee. The Little House. Houghton Mifflin, Boston, 1942

Clark, Mary E., and Quigley, Margery. Poppy Seed Cakes. Doubleday & Co., Inc., Garden City, New York, 1929

Davis, Alice. Timothy Turtle. Harcourt, Brace & World, Inc., New York, 1940

De Angeli, Marguerite. Book of Nursery and Mother Goose Rhymes. Doubleday & Co., Inc., Garden City, New York, 1954

Flack, Marjorie, Ask Mr. Bear. MacMillan, New York, 1932

_____. Wait for William. Houghton Mifflin, Boston, 1935

Gag, Wanda. Millions of Cats. Coward McCann, New York, 1928

_____. Nothing At All. Coward McCann, New York, 1941

Graham, Al. Timothy Turtle. Robert Welch, 395 Concord Ave., Belmont, Massachusetts 02178, 1946

Hader, Berta and Elmer Hader. Cock-a-Doodle Doo; the Story of a Little Red Rooster. MacMillan, Boston, 1943

Homell, Virginia. Who Likes the Dark? E.M. Hale, 1201 South Hastings, Eau Claire, Wisconsin 54701, 1945

Lenski, Lois. Little Airplane. Oxford University Press, New York, 1938

_____. The Little Fire Engine. Oxford University Press, New York, 1946

_____. The Little Train. Oxford University Press, New York, 1940

Lindman, Marjorie. Snipp, Snapp, Snurr, and the Red Shoes. Albert Whitman, 560 West Lake Street, Chicago 60606, 1932

_____. Flicka, Ricka, Dicka, and the Little Dog. Albert Whitman, 560 West Lake Street, Chicago 60606, 1946

McCloskey, Robert. Make Way for Ducklings. Viking Press, New York, 1941

Rey, H. A. Curious George. Houghton Mifflin, Boston, 1941

Schleim, Miriam. Shapes. William R. Scott, Inc., New York, 1954

Slobodkina, Esphyr. Caps for Sale. William R. Scott, Inc., New York, 1947

Tudor, Tasha. Alexander the Gander. Oxford University Press, New York, 1939

Webber, Irma Eleanor. Up Above and Down Below. William R. Scott, Inc., New York, 1943

Wiggin, Kate Douglas and Smith, Nora Archibald. Pinafore Palace; A Book of Rhymes for the Nursery. Doubleday & Co., Inc., Garden City, New York, 1907

IV. Over-all Estimate of Costs

In the preparation of annual budgets superintendents will need current price lists. Figures are not given here because of their changing nature.

A number of the school supply houses now carry kindergarten equipment and materials. Some local wholesalers also offer these items for sale to schools at a saving of shipping costs and delays in filling orders.

The Curriculum Center at Rhode Island College has catalogs and current information to aid superintendents and principals in their planning. The State Department of Education is also ready to assist in locating sources of supply.

Estimated Cost for Equipping a Kindergarten

Furniture and accessories	$ 600 - 1,000
Blocks for building and accessories	300 - 400
Housekeeping equipment	300 - 350
Academic learning activities	250 - 300
Water and sand play	100 - 150
Art, music, science experiences	400 - 650
Outdoor play equipment	675 - 850
Library for teachers and children	175 - 200
Total	$2,800 - 3,900